

“(C) CLASSIFIED REPORTS.—The evaluations required by clauses (v) and (vi) of subparagraph (B) may be classified. If they are submitted in classified form, an unclassified version of such evaluations shall be made available to the public.

“(D) OTHER INFORMATION WITHHELD FROM PUBLIC REPORTS.—

“(i) PROPRIETARY INFORMATION.—The chairperson of CFIUS, in consultation with the vice chairperson of CFIUS, may withhold from public release other such information as the chairperson determines is proprietary information.

“(ii) RULE OF CONSTRUCTION.—Nothing in this subparagraph shall prohibit such information from being provided to relevant Committees of Congress.

“(5) APPEARANCES BEFORE CONGRESS.—The chairperson and vice chairperson of CFIUS, and the heads of such additional CFIUS member agencies specified in a written request by the Chairman of the Committee on Banking, Housing, and Urban Affairs of the Senate shall annually appear before the Committee on Banking, Housing, and Urban Affairs and the Committee on Financial Services of the House of Representatives to provide testimony on the activities of CFIUS.

“(k) REGULATIONS.—

“(1) IN GENERAL.—The Secretary shall issue regulations to carry out this section. Such regulations shall, to the extent possible, minimize paperwork burdens and shall, to the extent possible, coordinate reporting requirements under this section with reporting requirements under any other provision of Federal law.

“(2) REGULATIONS RELATING TO DEFINITIONS.—Not later than 30 days after the date of enactment of the Foreign Investment and National Security Act of 2006, the Secretary of the Treasury and the Secretary of Defense shall jointly agree to and issue rules concerning the manner in which the definition of the term ‘critical infrastructure’ in subsection (m)(2) shall be applied to particular acquisitions, mergers, and takeovers, for purposes of the mandatory investigation requirement of subsection (b)(1)(A), except that, until such rules are issued in final form and become effective, such definition shall be applied without regard to any such rules (whether proposed or otherwise).

“(l) EFFECT ON OTHER LAW.—Nothing in this section shall be construed to alter or affect any existing power, process, regulation, investigation, enforcement measure, or review provided by any other provision of law, including the International Emergency Economic Powers Act, or of the President or Congress.

“(m) DEFINITIONS.—As used in this section—

“(1) the term ‘assurances’ means any term, understanding, commitment, agreement, or limitation, however described, that relates to ameliorating in any way the potential effect of a transaction on the national security;

“(2) the term ‘critical infrastructure’ means, subject to rules issued under subsection (k)(2), any systems and assets, whether physical or cyber-based, so vital to the United States that the degradation or destruction of such systems or assets would have a debilitating impact on national security, including national economic security and national public health or safety;

“(3) the term ‘critical technologies’ means technologies identified under title VI of the National Science and Technology Policy, Organization, and Priorities Act of 1976, or other critical technology, critical components, or critical technology items essential to national defense identified pursuant to this section;

“(4) the terms ‘Committee on Foreign Investment in the United States’ and ‘CFIUS’ mean the committee established under subsection (c);

“(5) the term ‘foreign government’ means any government or body exercising governmental functions, other than the Government of the United States or of a State or political subdivision thereof, and includes national, State, provincial, and municipal governments, including their respective departments, agencies, government-owned enterprises, and other agencies and instrumentalities;

“(6) the term ‘foreign person’ means any non-United States national, any organization owned or controlled by such a person, and any entity organized under the laws of a country other than the United States, and any entity owned or controlled by such entity;

“(7) the term ‘intelligence community’ has the same meaning as in section 3 of the National Security Act of 1947 (50 U.S.C. 401a); and

“(8) the term ‘transaction’ means a proposed or pending merger, acquisition, or takeover”.

FUNDING AUTHORITY FOR EVACUEES OF LEBANON

Mr. BENNETT. Mr. President, I ask unanimous consent that the Senate proceed to the immediate consideration of S. 3741 introduced earlier today.

The PRESIDING OFFICER. The clerk will report the bill by title.

The assistant legislative clerk read as follows:

A bill (S. 3741) to provide funding authority to facilitate the evacuation of persons from Lebanon, and for other purposes.

There being no objection, the Senate proceeded to consider the bill.

Mr. BENNETT. I ask unanimous consent that the bill be read a third time and passed, the motion to reconsider be laid upon the table, and that any statements relating to the bill be printed in the RECORD.

The PRESIDING OFFICER. Without objection, it is so ordered.

The bill (S. 3741) was ordered to be engrossed for a third reading, was read the third time, and passed, as follows:

S. 3741

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. FUNDING AUTHORITY.

(a) TRANSFER AUTHORITY.—

(1) AUTHORITY.—

(A) IN GENERAL.—Upon a determination by the Secretary of State described in subparagraph (B), the Secretary may transfer to the “Emergencies in the Diplomatic and Consular Service” account from unobligated amounts in any account under the “Administration of Foreign Affairs” heading such sums as may be necessary—

(i) to cover the costs of facilitating the evacuation under section 4 of the State Department Basic Authorities Act of 1956 (22 U.S.C. 2671) of persons from Lebanon on or after July 16, 2006; and

(ii) to replenish the “Emergencies in the Diplomatic and Consular Service” account up to the level of funding that existed in such account on July 15, 2006.

(B) DETERMINATION.—A determination referred to in subparagraph (A) is a determina-

tion that additional funding for the “Emergencies in the Diplomatic and Consular Service” account is necessary as a result of the extraordinary costs of facilitating the evacuation under section 4 of the State Department Basic Authorities Act of 1956 (22 U.S.C. 2671) of persons from Lebanon on or after July 16, 2006.

(C) TREATMENT OF FUNDS.—Amounts transferred under subparagraph (A) shall be merged with amounts in the “Emergencies in the Diplomatic and Consular Service” account, and shall be available for the same purposes, and subject to the same conditions and limitations, as amounts in such account.

(2) NOTIFICATION REQUIREMENT.—

(A) IN GENERAL.—Except as provided under subparagraph (B), not later than 5 days before transferring funds under paragraph (1), the Secretary of State shall notify the appropriate congressional committees of the proposed transfer.

(B) EXIGENT CIRCUMSTANCES WAIVER.—The Secretary may waive the requirement under subparagraph (A) if exigent circumstances exist. In the event of such a waiver, the Secretary shall provide notice of the transfer of funds to the appropriate congressional committees as early as practicable, but in no event later than 3 days after such transfer, including an explanation of the circumstances necessitating such waiver.

(C) APPROPRIATE CONGRESSIONAL COMMITTEES DEFINED.—In this paragraph, the term “appropriate congressional committees” means the Committee on Foreign Relations and the Committee on Appropriations of the Senate and the Committee on International Relations and the Committee on Appropriations of the House of Representatives.

(b) USE OF CERTAIN FUNDS.—Amounts appropriated or otherwise made available by chapter 8 of title II of division B of Public Law 109-148 under the heading “EMERGENCIES IN THE DIPLOMATIC AND CONSULAR SERVICE” and any other unobligated amounts in the “Emergencies in the Diplomatic and Consular Service” account may be made available to cover the costs of facilitating the evacuation under section 4 of the State Department Basic Authorities Act of 1956 (22 U.S.C. 2671) of persons from Lebanon on or after July 16, 2006.

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2005—CONFERENCE REPORT

Mr. BENNETT. Mr. President, I ask unanimous consent that the Senate proceed to the immediate consideration of the conference report to accompany S. 250, the Carl D. Perkins vocational education bill.

The PRESIDING OFFICER. The clerk will report.

The assistant legislative clerk read as follows:

The committee of conference on the disagreeing votes of the two Houses on the amendments of the House to the bill (S. 250) to amend the Carl D. Perkins Vocational and Technical Education Act of 1998 to improve the Act, having met, have agreed that the Senate recede from its disagreement to the amendment of the House to the text of the bill and agree to the same with an amendment and the House agree to the same; that the House recede from its amendment to the title of the bill, signed by a majority of the conferees on the part of both Houses.

There being no objection, the Senate proceeded to consider the conference report.

(The conference report is printed in the House proceedings of the RECORD of July 25, 2006.)

Mr. ENZI. Mr. President, I rise today in support of the conference report to accompany S. 250, the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

This legislation reflects a lengthy bipartisan effort to strengthen and improve Federal programs designed to support career and technical education. I am very pleased to have worked with my friend and colleague from Massachusetts, Senator KENNEDY, from introduction of the bill in the Senate through today's consideration of the conference report.

This legislation was reported favorably by the Senate Health, Education, Labor, and Pensions Committee last Spring by a unanimous vote. The following day it passed the Senate on a vote of 99 to 0. I am encouraged by the broad support for this legislation and I am pleased to be able to recommend passage of this conference report.

This legislation is important for three reasons. The first reason is the added emphasis on academic achievement. I commend the President and the Governors for raising the issue of high school reform, and I believe this legislation is an important part of that process. Improving and strengthening the academic focus of the Perkins Act is part of a much larger effort to ensure that today's students will be ready for tomorrow's reality, whether it is in college or the workplace.

In 1998, when Congress last reauthorized the Perkins program, additional emphasis on student academic achievement was incorporated into the bill. That emphasis was critical, and the results have been demonstrated in the program. More Perkins students are performing better on national reading and math assessments than ever before. The National Assessment of Adult Literacy, released earlier this year, pointed out that career and technical education students perform better than their peers in both reading and math comprehension.

Another recent study of Arizona career and technical education students showed that students in career and technical training courses were more likely to meet State math proficiency levels than students not enrolled in technical training courses. That is good, because today's jobs are requiring stronger academic preparation than ever before, especially in math and science.

We are also facing a significant problem in terms of today's students completing high school and earning a secondary education degree. A significant amount of research, many college instructors, and employers agree that far too many high school graduates are not prepared for college-level classes and many more do not have the skills to advance beyond entry level jobs.

Only 68 percent of the students entering the ninth grade 4 years ago are ex-

pected to graduate this year. For minority students, this number hovers around 50 percent. In addition, we continue to experience an overall dropout rate of 11 percent per year.

The Perkins Act emphasizes high school completion by making academic courses more relevant. According to the National Assessment of Vocational Education, now 2 years old, career and technical education students are three times more likely to apply academic skills to job related tasks than students in academic courses.

The Perkins program can help address the "wasted senior year" by helping to improve student academic achievement. It does that by linking learning to relevant applications and tasks. Students that are excited about learning will always do better, and a great way to get students excited about learning is to show them how they will use the skills they are learning in real life.

For many students, understanding how they will use the skills they learn can mean the difference between completing a high school degree and dropping out. For others, it means greater investment in their studies than they might otherwise have. Making learning relevant is one of the best ways to ensure students stay interested in their coursework, while also preparing them for college and the workforce.

In the bill we are now considering, we have made academic achievement one of several core indicators of performance for programs receiving funds from this act. As States are elevating their expectations for students under No Child Left Behind, we anticipate that career and technical education students will benefit from those same high expectations. We believe that career and technical education programs should be able to take credit for helping students improve their academic achievement in core subject areas, like reading, math, and science.

This legislation also emphasizes the connection to postsecondary education. Many of today's high school students are entering college behind the curve before they even start. Almost a third of all college students are taking some remedial education courses before graduating. We need to make sure that more high school students are receiving the instruction they need before they leave high school in order to be successful in college.

The impact of the need for remedial academic instruction has dramatic consequences. As many as three in four students requiring remedial reading instruction will not complete a postsecondary degree program. Over 60 percent of students requiring remedial math education will not complete a postsecondary degree.

The Perkins program is in a unique position to help prevent the need for additional remedial education at the postsecondary level. Because the program provides funds for both secondary and postsecondary schools, programs

are more coordinated, and students have broader exposure to postsecondary education before leaving high school. A number of programs enabling students to earn concurrent credits for high school and college are springing up within the Perkins program, helping students prepare for college and reduce their time to graduation from a postsecondary degree certificate or degree program.

In Casper, WY, right now, the community college and the school district are working on plans to create a hybrid career and technical education center, which will help students earn credit toward a college degree, learn relevant job skills, and meet challenging State academic standards, all through a single sequence of courses. This legislation encourages more schools to begin innovative programs like the one being developed in Casper.

The second reason this legislation is important is because it will help ensure we are preparing students for tomorrow's workforce. We are in the midst of a skills revolution. It is estimated that today's students leaving high school or college will have 14 different careers in their lifetimes. It is also estimated that the top 10 jobs 10 years from now haven't been invented yet. The question that faces all of us, put simply, is "got skills?"

We must equip our workers with the skills the technology-driven economy demands. We need to prepare our students for tomorrow's economy in order to remain competitive in the global marketplace. Nations such as China and India are rapidly catching up to our institutions in terms of quality, and they have a much larger student body from which to draw. The only way we can compete in the changing economy is to graduate students with the highest quality of academic and technical skills.

Earlier this month on the Senate floor we discussed the need for skills training and its impact on wages. I made a speech to the effect that the problem we are facing is one of minimum skills—not minimum wages. The effect may be low wages, but the cause is low skills. We need to address those workers who have few, if any, of the skills they need to compete for a better job and command higher wages. We need to start thinking in terms of skills, the kinds of skills that will help students support themselves and their families in the future.

Research shows that high school dropouts have an unemployment rate two times higher than high school graduates, and three times higher than college graduates. Over time, the earning differential between high school and college graduates has increased as well. In 1980, college graduates earned 50 percent more during their lifetime than high school graduates. Today this differential has increased to 100 percent and continues to expand.

The programs supported by the Perkins Act help students learn and develop the skills they need to compete

in the workforce. In the bill before us, we have emphasized the need to prepare students for placement in high skill, high wage, or high demand occupations. These are the types of jobs that will ensure a stronger future for students and will help them become self-sufficient.

Eighty percent of the jobs created over the next 10 years will require some postsecondary education. However, the majority of those jobs will require less than a 4-year degree. This is a critical issue, and we need to start now to meet the needs of the future workforce. I believe that a stronger, more effective Perkins program is an important way to address this issue.

By 2010 we face a projected skilled worker shortage of 5.3 million workers. That's 5.3 million American jobs that can't be filled because our workers don't have the right skills. That is why career and technical education funds are so critical to the supply of skilled labor in this country. These are precisely the types of careers for which the Perkins program is preparing students. Career and technical programs in this country are preparing students with the skills to succeed in health care, information technology, trade, manufacturing, and a host of other careers.

One of the most critical improvements we have made to the Perkins program in this bill is to strengthen the connection of career and technical education programs to the needs of businesses. If we are going to help fill the growing need for skilled workers, we need to ensure Perkins programs are coordinating their instruction with current practices in industry and the needs of the local workforce.

Thousands of examples are available of schools connecting with businesses to help develop the right curriculum for available high skill, high wage jobs. At a roundtable I chaired earlier this year on high school redesign issues, several of the participants described programs that linked academic programs at the high school or community college with the needs of the employers in the area. One such example was a program that prepared students to work in a nearby nuclear energy plant. The area high school offered classes so students in the area could begin the technical training to get a job at the nuclear powerplant, earning more than \$40,000 a year to start.

That's the type of relevant instruction that we need to encourage and that we are encouraging through this conference report. I expect that the students performing well in their nuclear power management and safety class are also performing well on State math and science assessments.

The final reason that this legislation is important is because it provides a foundation for the redesign of Federal education policy. We need to structure Federal education policies that provide students and adult learners have access to lifelong education opportunities. In

this 21st century economy, learning never ends, and school is never out.

The Perkins Act is one part of a "three-legged stool" of Federal education and training programs, all of which we will have considered during this Congress. The other two key pieces of this approach are the Workforce Investment Act, and the Higher Education Act. This is the first of those three bills to make it through conference, but I hope we will quickly follow with the others.

If we are going to stay competitive, Federal education programs need to help support seamless transitions from education to the workforce, throughout life, from preschool through postsecondary education and beyond. The conference report we are considering takes the first step in that direction by emphasizing the connection between academic and technical education and the workforce and postsecondary education. The Workforce Investment Act and the Higher Education Act will be the next critical steps in ensuring that American students are prepared for today and tomorrow's careers, many which haven't been invented yet.

Today's students are more and more likely to return to school throughout their lives for additional training. Some estimates suggest that as many as 75 percent of today's workers will need additional training just to stay current with their jobs. The modern college student reflects this trend perfectly. Today's average college student is likely to be older than 24, independent, and more likely to be female. They are also likely to have transferred institutions at least once in their postsecondary career.

That snapshot reflects the reality that today's college students are there for training and technical skills acquisition more than anything else. Postsecondary education is one of the fastest means to advancement in today's economy. With a postsecondary education, workers are more likely to keep their jobs and take advantage of opportunities to grow and advance in the workforce, or transition to another occupation as the workforce changes.

Federal policy needs to reflect the 21st century reality: we are in the midst of a jobs revolution. We are going to experience dramatic changes in the workforce over the next 10 to 15 years, and we need to start now if we are going to adapt Federal education and training policy to meet the coming crisis of too few workers with too few skills.

I am pleased that this legislation is now at the final stage of the process. We were able to move this bill quickly through committee and the floor because we were able to work in a bipartisan manner to reauthorize a program that the members of the Health, Education, Labor, and Pensions Committee feel is an important part of the federal education and training system. Although the intervening work took much longer than I would have liked, I

am happy to see the conference report taken up in the Senate.

I want to thank Senator KENNEDY and his staff for their hard work, and for the hard work of the Senate conferees. I specifically want to thank Carmel Martin, JD Larock, and Jane Oates from Senator KENNEDY's staff. Although I understand Jane has moved on to greener pastures, she had a significant role to play in helping the legislation get to this point. I also want to thank Mr. McKEON and Mr. MILLER, as well as the other House conferees, for helping us get to this point, and their staffs: Whitney Rhoades, Stephanie Milburn, Krisann Pearce, Lisa Ross, Denise Forte, Lloyd Horwich and many others. Finally, I want to thank my own staff—Scott Fleming, Beth Buehlmann, Lisa Schunk, Ilyse Schuman and Katherine McGuire—for helping me to move this bill all the way through the legislative process. They have spent many long hours seeking agreement on the provisions of the conference report and have done stellar work.

Mr. President, I urge my colleagues to support adoption of the conference report.

Mr. KENNEDY. Mr. President, I am pleased that we are acting on this bipartisan legislation to reauthorize the Perkins Career and Technical Education Act, and I commend the chairman of our committee, Senator ENZI, for his willingness to have an open, bipartisan process for this legislation. His leadership and the impressive work of his staff helped guide this bill successfully through the conference, and they deserve great credit for their leadership.

One of our highest priorities in Congress is to expand educational opportunities for every American. In this age of globalization, every citizen deserves a chance to acquire the education and skills needed to participate in the modern economy, to fulfill their hopes and dreams, raise healthy families, and contribute to their communities. We will be a fairer and stronger America when every citizen takes part.

In the global economy, the contributions of every American matter. We must equip all our citizens to compete, not by lowering their pay and sending their jobs overseas but by increasing their skills. Career and technical education does that, by preparing students and adults for 21st century jobs. With this reauthorization, career and technical programs will continue to have a vital role in transforming the lives of students and workers, and we will have a stronger economy as a result.

Since the passage of the Smith-Hughes Act in 1917, the Federal Government has recognized the important role of career and technical education in the life of the Nation. As the needs of American business and industry have evolved, the revisions made to the Act over the years have reflected those changes. It is clear that vocational education is no longer the 1950s

version. It has evolved from shop classes into courses that use cutting-edge technology and focus on emerging and growing fields that will become the jobs of the future. That is why we now call it career and technical education, and I am pleased to see that change reflected in the new title of this bill.

The Perkins Career and Technical Education Act gives both students and adults the academic course work and training they need to be competitive in the job market. The reauthorization of this legislation is especially important, since more and more people are taking advantage of Perkins programs. Between 2002 and 2004, enrollment in career and technical education programs rose by 26 percent nationally. Enrollment in Tech Prep, the Perkins program that supports some of the most creative efforts in the field, rose by more than a third. Nearly all high school students will take at least one career or technical course during their years in school. About half of all high school students and a third of all college students are involved in vocational programs as a major part of their studies.

Perkins helps adults as well. In 2004, 6 million adults were enrolled in such programs at community, technical, and other colleges, learning new skills and improving opportunities for employment. About 40 million adults participate in short-term occupational training.

Perkins programs do not just help one type of person. New immigrants, struggling adults, women seeking jobs outside the home for the first time—all benefit from the specially designed programs funded by the Perkins Act.

These programs help every kind of learner. In 2004, 10 million middle and high school students were taking courses that enabled them to explore a career and be prepared to succeed in the workplace. The students are from many different backgrounds—from rural and urban areas, from schools large and small, and they studied fields such as agriculture, technology, health occupations, skilled trades and business.

No matter where they are from, the data are clear. Perkins programs are helping them build a better life. According to the most recent National Assessment of Vocational Education by the Department of Education, students earned almost 2 percent more for each high school occupational course they took. That is about \$450 per course based on average earnings of \$24,000. That adds up, especially for the 45 percent of all high school graduates who take three or more occupational courses.

The data also show that participants in career and technical education at the postsecondary level can benefit from just 1 year's worth of courses. Even those who did not attain a credential still earned between 5 and 8 percent more than high school graduates with similar characteristics.

Today, career and technical education students are better prepared for college. Almost two-thirds of all high school graduates of career and technical programs now enter some form of postsecondary education. When these programs are combined with a college prep curriculum, that number rises to 82 percent.

That is good progress, but we need to do even more. According to a study released last week by the Department of Education, career and technical education students are less likely to take advanced math courses like trigonometry, precalculus, and calculus compared to other high school students. In college, they tend to earn fewer academic credits, and fewer credits overall. And only one-quarter of career and technical education students graduate with a bachelor's degree—most earn associate's degrees or certificates.

That is why the improvements we have made in this reauthorization are so important.

We have maintained our commitment to Tech Prep. Students can enroll as early as the ninth grade in high-tech programs that lead to an associate's degree. Tech Prep is a vital bridge that connects high school to college for many students, and I welcome its role in this bill.

Our focus is on career and technical education programs that lead to increased graduation rates, professional credentials, apprenticeships, and college opportunities. To do so, we have a strong accountability system that measures the progress that programs are making toward these goals.

We have doubled our emphasis on making sure that career and technical education programs reach those who too often have been left out, such as girls, women, and homemakers seeking jobs for the first time.

We have also addressed the needs of career and technical education teachers by giving them new opportunities to spend time in the industries they are teaching about. In a world where cell phones and computers become obsolete in a year, these teachers need the best possible training so that they can continue to prepare students for success. They are preparing the next generation for the workforce, and their knowledge-base must be state of the art.

This reauthorization is a signal to the millions of Americans who benefit from career and technical education that the Federal Government understands how important these programs are. Massachusetts alone has more than 100,000 students at the secondary and postsecondary level participating in Perkins programs. Our Commonwealth's support of technical training is far-reaching today and is rooted in our longstanding commitment to technical education.

At the beginning of the 20th century, Worcester was a national leader in the development of trade and vocational

education. Worcester Boys Trade School, founded in 1910, was among the first vocational schools in the Nation, training young men to be machinists, and fulfilling its mission of graduating "well informed citizens and good workmen." Today, Worcester Vocational High School has a waiting list of 300 students. In 2005, 93 percent of its students passed the State assessment.

In August, it will move to a new state-of-the-art facility that will accommodate 1,500 day students and 3,000 working adults in afternoon and evening classes. Without Perkins funding, much of this would not have been possible.

Perkins also supports high school programs that partner with community colleges and local businesses to provide students with the academic and technical skills they need to continue their education or to compete for high-skill, high-wage jobs immediately. The outcomes of these programs are extraordinary. In Massachusetts, 96 percent of the students in the class of 2006 in career and technical education programs passed the MCAS and earned their competency determination. Already, 90 percent of the class of 2007 have done so. Over the last 2 years, every one of the seniors at Blackstone Valley Tech in Upton has passed the MCAS and graduated on time. Last year, it was recognized as a Vanguard Model School by the Massachusetts Insight Education and Research Institute for its efforts to improve student achievement. It was the first vocational technical school to receive this honor.

Because of Perkins, more than 12,000 career and technical education students at risk of failing the MCAS were placed in structured internships at over 5,600 employer sites last year. These internships use work-based learning plans to guide students' learning and productivity on the job, and to measure the impact of the internship on student achievement.

Because of Perkins, every community college in Massachusetts has been able to hire instructional support staff and provide adaptive equipment for students with disabilities enrolled in technical education programs.

Because of Perkins, career and technical educators throughout the Commonwealth receive needed professional development and gain access to curriculum-related resources, technical assistance, and training in a wide range of activities.

Massachusetts's career and technical education programs are impressive, and they are successful because of the Perkins Act. We are proud of the vitality of our career and technical education programs in Massachusetts, and we know they are just a small number of the many strong programs supported by the Perkins Act across the country.

I am pleased that we were able to work together with the House to produce this bipartisan legislation. I commend Chairman ENZI, Chairman

McKEON, and all the conferees and their staff for their good work on this needed legislation.

Special thanks go to Scott Fleming, Beth Buehlmann, Lisa Schunk, and Kelly Hastings with Senator ENZI; Allison Dembeck with Senator GREGG; Meredith Davis with Senator FRIST; David Cleary with Senator ALEXANDER; Celia Sims with Senator BURR; Glee Smith with Senator ISAKSON; Lindsay Morris with Senator DEWINE; Lindsay Hunsicker with Senator ENSIGN; Juliann Andreen with Senator HATCH; Liz Stillwell with Senator SESSIONS; Jennifer Swenson with Senator ROBERTS; Mary Ellen McGuire with Senator DODD; Rob Barron with Senator HARKIN; Dvora Lovinger and Robin Juliano with Senator MIKULSKI; Sherry Kaiman with Senator JEFFORDS; Michael Yudin with Senator BINGAMAN; Jamie Fasteau and Jill Feldstein with Senator MURRAY; Mildred Otero with Senator CLINTON; Kristen Romero and Amy Gaynor from Legislative Counsel, Denise Forte, Lloyd Horwich, and Whitney Rhoades on the House Education Committee, and Carmel Martin, J.D. LaRock, and Liz Maher of my staff.

I especially recognize Jane Oates, who worked on my staff for 8 years and whose expertise, leadership, and persistence ensured that the committee produced a strong, bipartisan reauthorization. Jane's efforts on Perkins are indicative of how she handles all things in life: always giving 100 percent, always being a voice for the voiceless, always committed to finding a solution. Though Jane has not been directly involved in these last few months of the process, her good work in the early stages of this bill has guided my staff and the rest of the committee through conference and to final passage today. Thank you, Jane, for all you have done for the millions of students who benefit from Perkins every year for showing all of us in the Senate how to get the job done.

Mr. DODD. Mr. President, I am here today to support the reauthorization of an education bill designed to ensure the competitiveness of our country's workforce, the Carl D. Perkins Career and Technical Education Act, Perkins. Essential to strengthening the workforce, Perkins not only prepares youth and adults for the careers of today, it prepares them for the careers of tomorrow. It is the first line of defense in ensuring America's competitive advantage worldwide.

We have heard a lot lately about American students losing their competitive edge. In math and science Americans score near the bottom of all industrialized nations on international exams. Our college drop-out rate is one of the highest in the world. We have dropped from first to fifth in the percentage of young adults with a college degree. Singapore has displaced the United States as the leading economy in information technology competitiveness. And the number of patents

awarded to Americans is declining. All of this is having a detrimental effect on our global competitiveness.

Clearly, we need to increase our competitiveness from within. The conference agreement before us will help us to do that.

This reauthorization does a number of important things. First and foremost, it emphasizes accountability and improved results. Second, it improves monitoring and enforcement. Third, it disaggregates performance goals and report information by special populations so no one will fall through the cracks. And fourth, it strengthens the ties between industry, high schools, and higher education by ensuring that teachers are well-trained, students are academically ready for college, and high schools are training students for the actual needs of their communities.

The premise of this legislation is that high schools, industry, and higher education institutions need to work together to provide our workforce with the skills they need in order to achieve and compete in the 21st century. This bill works to ensure that American students are not just getting a world class education, but the best education in the world.

I would be remiss in my remarks if I did not mention the President's proposed elimination of the Perkins program in his annual budget for the second year in a row. I hope that the administration understands that our decision to move this legislation forward reflects our unwavering commitment to career and technical education. We will not let this program fall by the wayside. Perkins will not be eliminated.

We often hear the pledge that we will leave no child behind. May I suggest that we also make every effort to ensure that we leave no career and technical education student behind? Passage of these important provisions today will go a long way toward ensuring that career and vocational education students are not left behind in the classroom, that they are being held to high academic standards, that their teachers are provided with the training they need to keep up to date with the latest industry needs, and that high schools, industry and higher education work seamlessly together to provide our workforce with the skills that they need to maintain America's economic dominance in the 21st century.

Career and technical programs are an essential part of keeping students in school and helping our nation train its workforce. And while I would not consider the conference agreement before us perfect, I am confident that it will go a long way in helping another generation of Americans succeed, and in doing so, strengthen the American economy and increase our competitiveness worldwide.

Ms. MIKULSKI. Mr. President, I rise in support of the Carl D. Perkins Career and Technical Education Improvement Act of 2005. To compete in this

global economy, we need to make sure our students have 21st century skills for 21st century jobs. Vocational and technical education is an extremely important part of this effort. The Perkins Act, which provides \$1.3 billion to help train more than 10 million Americans across the country, is a vital investment in our Nation's high schools, community colleges, and our students.

The Carl D. Perkins Career and Technical program gives a boost to America's workforce development system by providing funds to schools that teach technical skills ranging from auto shop to computer programming. The Perkins Act also supports practical career programs and links between secondary and postsecondary education, helping students to move up the opportunity ladder and prepare them for high-skill, high-wage jobs. Students who have completed Perkins-supported programs are better prepared not only for higher education but for the workplace.

The President has proposed eliminating funding for all vocational and technical education programs. This is the wrong way to go. If Perkins was eliminated, high schools, technical schools, and community colleges in every State would suffer. In Maryland, our schools would lose almost \$19 million. Last year, we had more than 150,000 students enrolled in career and technical programs in Maryland. In the United States, 97 percent of high school students take at least one career and technical education course. One-third of college students are involved in career and technical programs. And almost 40 million adults attend short-term occupational training. If these schools had to close their doors or shut down their vocational programs, where would these students go to learn the skills they need to get good paying jobs?

Vocational and technical education provides students across the country with opportunities to develop academic and technical skills that are critical for economic and workforce development. It is our job in the senate to make sure these opportunities are there for the people who need them and to invest in our human capital to create a world class workforce. That is why I strongly support this bipartisan bill and I oppose any cuts to the Perkins Career and Technical Education programs.

Mr. BINGAMAN. Mr. President, I rise today to support the conference report accompanying S. 250, the Carl D. Perkins Career and Technical Education Act of 2006. More than ever, this country needs rigorous, relevant career and technical education programs to help students prepare for postsecondary education and to address the shortage of highly skilled workers necessary to meet the demands of the contemporary workforce. A skilled and flexible workforce is essential to building a strong and dynamic economy and to maintaining our country's ability to compete in a global economy.

According to a recent report issued by the National Academy of Sciences, the scientific and technical building blocks of this Nation's economic strength are eroding at a time when many other nations are gathering strength. As much as 85 percent of this country's per capita growth in income since World War II has come from science and technology. The National Academies projected that while the U.S. economy is doing well today, current trends indicate that the U.S. may not fare as well in the future, particularly in the areas of science and technology, where innovation is spurred and high-wage jobs follow.

We must produce students who are prepared to meet the challenges of the 21st century workforce. I believe this bill provides real opportunities to meet those challenges.

In order to meet those challenges, however, career and technical education—CTE—must be academically rigorous and enhance students' critical thinking and applied skills. I believe this bill makes a number of significant improvements to ensure that CTE students participate in a rigorous and challenging curriculum, and realize positive educational and employment outcomes.

For example, the bill integrates challenging academic and technical standards, aligned with No Child Left Behind and nationally-recognized industry standards, into CTE instruction. In addition, the bill strengthens educational and career pathways for students beyond high school and makes significant strides in building alliances among high schools, 2- and 4-year colleges, business and industry, and community organizations. Further, the bill expands career guidance and academic counseling services so that students have a career plan and career objectives.

Well-prepared CTE teachers and good professional development are essential components of an effective, rigorous CTE curriculum. CTE teachers must possess the knowledge and skills to teach effectively. Hence, this bill dedicates resources to promoting the leadership, initial preparation, and professional development of career and technical education teachers to foster effective practices.

This bill is designed to improve student educational and employment outcomes, including their technical and workplace knowledge and skills. But, we must be able to measure how well CTE programs are meeting the needs of its students. Accordingly, the legislation will require states to identify core indicators of performance that include measures of student achievement on technical assessments and attainment of career and technical skill proficiencies.

Thus, it is essential to develop valid and reliable assessments of technical and career competencies that are aligned with national industry standards and integrate industry certifi-

cation assessments, if available and appropriate. To address this need for high-quality technical assessments, this bill permits State leadership funds to be used to develop valid and reliable assessments of technical skills that are integrated with industry certification assessments where available.

In addition, the bill includes several new provisions for data collection, utilization, and analysis, including provisions which allow the State allocation to be used to support and develop State data systems, and State leadership funds to be used to develop and enhance data systems to collect and analyze data on postsecondary and employment outcomes.

I am also pleased that this bill makes significant improvements to help Crownpoint Institute of Technology. Crownpoint plays a critical role in ensuring Native American students have the education, skills, and training necessary to compete in the global economy, and this bill helps Crownpoint get the funding they need to serve their students.

Yet, increasing academic and technical rigor alone is not enough to prepare students to enter into and compete in the 21st century workforce. The learning environment students experience also heavily impacts academic performance and student outcomes. When smaller learning communities are in place, students benefit greatly: they experience a greater sense of belonging to their schools and they have fewer discipline, crime, violence, and substance abuse problems.

I would like to highlight two high schools in my home State of New Mexico which demonstrate some of the best practices of rigorous and innovative career and technical education. Rio Rancho High School has served as a model example of how academic rigor, hands-on-learning, strong professional development, defined career pathways, and robust alliances are elements of a successful, quality CTE program. Rio Rancho has created academies of study for all students, which allow students to: pursue career pathways to postsecondary education and beyond; take core courses geared toward interests, skills, and competitive careers; form partnerships with instructors; and become part of a smaller learning community within the larger high school. These academies allow students to explore personal strengths and interests in relationship to career planning and job markets. Rio Rancho has been designated as a Microsoft Center of Innovation and Time Magazine has called Rio Rancho one of the ten most innovative career and technical schools in the Nation.

Another great example of innovative career and technical education can be found at Albuquerque High School. In just a couple of years, the career academies at Albuquerque High School have demonstrated very positive student outcomes. The first students in Albuquerque's Academy of Advanced

Technology have lower dropout rates and improved academic achievement.

Accordingly, this legislation recognizes that smaller learning communities and career academies are critical educational investments. As Rio Rancho and Albuquerque High Schools demonstrate, rigorous career and technical education and smaller learning environments enhance students' achievement and motivation to learn.

Unfortunately, the formula as drafted in this bill will have a very negative impact on career and technical education programs in many of our States. While I support the improvements sought in this bill, I am very disappointed that states like New Mexico, Mississippi, Pennsylvania, Iowa, Kansas, Ohio, Wisconsin, Illinois, Connecticut, Louisiana, Alabama, Missouri, and Idaho, just to name a few, will face significant cuts in funding next year alone. In fact, these cuts hit the poorest States in this country the hardest. Assuming this program receives level funding in appropriations in fiscal year 2007, 24 States lose money. If there are any cuts to the program at all, more than 30 States could lose under this formula.

These losses are very real to the students participating in career and technical education at our high schools and community colleges. A junior in high school pursuing a career in medical technology might not be able to finish her program in her senior year if funding is yanked.

Our students depend on programs like Perkins to provide them with essential job skills and training. It is not only unfair to pull funding from our students, but unwise to cut funding from so many States. Strong career and technical education programs are critical to this Nation if we are to ensure a skilled and educated workforce. This formula is simply a step in the wrong direction.

Many of us talk about ensuring America's students are prepared to meet the challenges of the 21st century workforce. We talk about protecting America's competitive edge in the global economy. I firmly believe, however, that taking career and technical education programs away from some of our most needy students does not enhance our economic security. Simply, a loss of funding means a loss of services to students.

Nevertheless, I firmly believe there are many positive aspects of this legislation, and despite the funding formula, I support the overall bill. Effective career and technical education programs are necessary to build a strong and dynamic economy and to maintain a competitive American workforce, and therefore, I support the passage of this legislation.

Mr. REED. Mr. President, I support final passage of S. 250, the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

This important legislation, which reauthorizes the Carl D. Perkins Vocational and Technical Education Act of

1998, will help strengthen both the workforce in my home State of Rhode Island and across the Nation and ensure that our students have the necessary skills and tools to access high-quality, high-wage employment and compete in an ever-expanding global economy.

I am pleased that Congress will reaffirm its overwhelming bipartisan and bicameral support for this program, especially in light of the President's efforts in his last two budget proposals to eliminate funding for Perkins. For the 2006-2007 school year, our State, which is home to 10 Career and Technical Centers and 54 high schools and colleges offering career and technical education programs, would stand to lose an estimated \$6.3 million in Perkins basic state and tech prep funding under the President's proposed budget. These cuts are unjustifiable, especially at a time when it is ever more critical that we provide a robust link between students and a highly skilled workforce. American business depends on to thrive.

As a cosponsor of the Senate version of this bill, I am pleased that many of its comprehensive provisions on the recruitment, preparation, support, and professional development of career and technical education teachers, which I authored, have been included in the final version of the bill before us today. I believe having a well-trained, qualified, and effective teacher in every classroom is the key for ensuring that students participating in career and technical education programs will achieve their fullest academic and career goals and aspirations.

The bill also contains a number of provisions that address the concerns raised by educators in Rhode Island. First, S. 250 does not combine the tech prep program with the basic State grant program at the Federal level as the House bill proposed. Second, the bill authorizes use of State administration funding at up to 5 percent, funding which supports such essential activities as developing a State plan, monitoring career and technical education program efficiency, and providing technical assistance to districts. Third, S. 250 adds a new State leadership incentive grant I authored for school districts and postsecondary institutions that elect to pool their funds for innovative initiatives, including improving the professional development of career and technical educators and establishing and enhancing systems for accountability data collection.

I thank my colleagues, Senators KENNEDY and ENZI, and their staffs, for their work on this legislation and moving it toward final passage.

I am pleased to support this legislation. A highly skilled workforce not only grows our economy, but maintains our Nation's competitive edge in the world. I look forward to the President quickly signing this bill into law—which will hopefully signal a turnaround in his support for Perkins

career and technical education programs—to help ensure that our students remain competitive and have the academic and technical tools to succeed.

Mrs. CLINTON. Mr. President, I am very pleased today to support the Carl D. Perkins Career and Technical Education Improvement Act. I was proud to cosponsor this legislation in the Senate, and I am proud that the Congress is on the eve of passing it into law.

I am extremely pleased that this bill was written in a bipartisan fashion. I want to thank Senator ENZI, Senator KENNEDY, Congressman McKEON, and Congressman MILLER for working so hard on this legislation. I hope that the HELP Committee will approach other education bills in the same bipartisan process.

The legislation recognizes the important role of career and technical education in the preparation of today's workforce. It rejects the Bush administration's proposal to eliminate the Perkins program, a proposal that would cost New York approximately \$65 million a year. The bill before us today is evidence of the strong bipartisan commitment to maintaining and strengthening Perkins.

The Perkins program plays a key role in helping young people and people returning to school gain the skills they need to land high-quality jobs. Perkins is the largest Federal investment in our Nation's high schools. Over 66 percent of all public high schools have at least one vocational and technical education program and 96 percent of high school students in this country take at least one vocational or technical course while in high school.

The Perkins program also plays a key role in postsecondary education. According to the National Center for Education Statistics, nearly 38 percent of all degree-seeking undergraduates are pursuing vocational careers. These programs play a key role in educating our workforce and census data consistently shows that people with higher educational attainment have higher median incomes.

In New York, the demand for business career and technical education programs increased by 44 percent between the 2002-2003 school year and the 2003-2004 school year. In New York City, there was a 211-percent increase in enrollment in the approved business program and a 55-percent increase in the technology and communications programs. And the vast majority of these students are succeeding academically. Eighty-five percent of New York students who completed a career and technical education program passed all of the required regent's exams.

The Carl D. Perkins Career and Technical Education Improvement Act takes the next step in strengthening career and technical education for the 21st century. I am particularly pleased that this bill improves programs and services for women and girls pursuing

nontraditional occupations. Families, industries, and our economy as a whole benefit when women and girls pursue non-traditional, traditionally "male" careers—in technology, math, science, and the construction and building trades. Unfortunately, women continue to be significantly underrepresented in these fields. For example, while the number of female carpenters has tripled since 1972, women still represent only 1.7 percent of all carpenters. You can say the same about many other high-skill, high-wage trades.

Many of these skilled trades industries are experiencing a significant labor shortage and experts expect these shortages to get worse over the next two decades as many workers retire. If women were to enter these professions, most of which are unionized and pay a livable paycheck and benefits, women would increase their earnings and standard of living for their families. For example, a journey-level electrician will make over half a million dollars more than a typical cashier in a 30-year career.

This bill requires States to measure students' participation and completion in career and technical programs in nontraditional fields and to disaggregate their data on performance by gender and race. In addition, programs will be required to prepare special populations for high-skill, high-wage occupations that will lead to self-sufficiency. These important provisions will go a long way toward helping more women achieve economic security for their families.

The bill also provides comprehensive professional development for career and technical education teachers and aligns secondary and postsecondary indicators with those established in other programs to ultimately reduce paperwork.

Finally, I am pleased that the bill maintains Tech Prep as a separate program, maintaining the position proposed in the Senate bill. Innovative Tech Prep programs in New York have made a real difference in the lives of students. For example, the Syracuse City Health Center Tech Prep program reduced the achievement gap between ethnic groups—white versus non-white—to 2.8 percent. And at least 65 percent of students in the Syracuse City Health Careers Tech Prep program enroll in health-related professions, where New York has a critical shortage, after high school. In New York State, the average age of nurses is 47 and 80 percent of current nurses will reach retirement age within 10 years.

The Perkins program is extremely important—not just for the numbers of students it serves but for the communities that benefit from a better prepared workforce as a result of these programs. This is why for the last 4 years I have spearheaded a bipartisan letter to the Senate Appropriations Committee requesting additional funding for Perkins. Indeed, I hope that in this budget cycle we will continue to

provide adequate funding for the Perkins program.

For all of these reasons, I am thrilled that Congress continues its strong support for this critical program by passing this legislation today.

Mr. BENNETT. I ask unanimous consent that the conference report be agreed to and the motion to reconsider be laid upon the table and that any statements be printed in the RECORD.

The PRESIDING OFFICER. Without objection, it is so ordered.

The conference report was agreed to.

EXECUTIVE SESSION

EXECUTIVE CALENDAR

Mr. BENNETT. Mr. President, I ask unanimous consent that the Senate immediately proceed to executive session to consider the following nominations on today's Executive Calendar: Nos. 771, 772, 774, 775, 776, 777, 778, 779, 780, 781, 782, and 785. I further ask unanimous consent that the nominations be confirmed en bloc, the motions to reconsider be laid upon the table, and that the President be immediately notified of the Senate's action, and then the Senate return to legislative session.

Before the Chair rules, I note for the record that with respect to Calendar No. 779, the Mishkin nomination, if a vote were held, Senator BUNNING is opposed to the nomination and would have been recorded as a "no" on confirmation.

The PRESIDING OFFICER. Without objection, it is so ordered.

The nominations considered and confirmed are as follows:

REFORM BOARD (AMTRAK)

R. Hunter Biden, of Delaware, to be a Member of the Reform Board (Amtrak) for a term of five years.

Donna R. McLean, of the District of Columbia, to be a Member of the Reform Board (Amtrak) for a term of five years.

IN THE COAST GUARD

The following named officers for appointment in the United States Coast Guard to the grade indicated under Title 14, U.S.C., Section 271:

To be rear admiral

Rear Adm. (lh) Gary T. Blore
Rear Adm. (lh) John P. Currier
Rear Adm. (lh) Joel R. Whitehead

EXPORT-IMPORT BANK OF THE UNITED STATES

James Lambright, of Missouri, to be President of the Export-Import Bank of the United States for a term expiring January 20, 2009, vice Philip Merrill, resigned.

Linda Mysliwy Conlin, of New Jersey, to be First Vice President of the Export-Import

Bank of the United States for a term expiring January 20, 2009.

J. Joseph Grandmaison, of New Hampshire, to be a Member of the Board of Directors of the Export-Import Bank of the United States for a term expiring January 20, 2009. (Reappointment)

FEDERAL HOUSING FINANCE BOARD

Geoffrey S. Bacino, of Illinois, to be a Director of the Federal Housing Finance Board for a term expiring February 27, 2013.

FEDERAL RESERVE SYSTEM

Frederic S. Mishkin, of New York, to be a Member of the Board of Governors of the Federal Reserve System for the unexpired term of fourteen years from February 1, 2000.

DEPARTMENT OF THE TREASURY

Edmund C. Moy, of Wisconsin, to be Director of the Mint for a term of five years.

DEPARTMENT OF EDUCATION

Lawrence A. Warder, of Texas, to be Chief Financial Officer, Department of Education.

Troy R. Justesen, of Utah, to be Assistant Secretary for Vocational and Adult Education, Department of Education.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Ronald S. Cooper, of Virginia, to be General Counsel of the Equal Employment Opportunity Commission for a term of four years.

ORDERS FOR THURSDAY, JULY 27, 2006

Mr. BENNETT. Mr. President, I ask unanimous consent that when the Senate completes its business today, it stand in recess until 9:30 a.m. on Thursday, July 27. I further ask that following the prayer and the pledge, the morning hour be deemed to have expired, the Journal of the proceedings be approved to date, the time for the two leaders be reserved, and the Senate proceed to the consideration of S. 3711, the Gulf of Mexico Energy Security bill, as under the previous order.

The PRESIDING OFFICER. Without objection, it is so ordered.

PROGRAM

Mr. BENNETT. Mr. President, today, we invoked cloture on the motion to proceed to the Gulf of Mexico Energy Security bill, and we have had a full day of debate.

Tomorrow, we will be on the bill and Members are encouraged to come to the floor and speak. Again, this is a very carefully crafted bipartisan bill. It is very targeted and will move us closer to energy independence. So we hope we can finish the bill at the earliest time.

We have other important issues to address before we finish our work prior to the August adjournment. Therefore,

the leader hopes that we can continue to work on other measures as we process this important energy security measure.

RECESS UNTIL 9:30 A.M. TOMORROW

Mr. BENNETT. Mr. President, if there is no further business to come before the Senate, I ask unanimous consent that the Senate stand in recess under the previous order.

There being no objection, the Senate, at 7:23 p.m., recessed until Thursday, July 27, 2006, at 9:30 a.m.

CONFIRMATIONS

Executive nominations confirmed by the Senate: Wednesday, July 26, 2006:

REFORM BOARD (AMTRAK)

R. HUNTER BIDEN, OF DELAWARE, TO BE A MEMBER OF THE REFORM BOARD (AMTRAK) FOR A TERM OF FIVE YEARS.

DONNA R. MCLEAN, OF THE DISTRICT OF COLUMBIA, TO BE A MEMBER OF THE REFORM BOARD (AMTRAK) FOR A TERM OF FIVE YEARS.

IN THE COAST GUARD

THE FOLLOWING NAMED OFFICERS FOR APPOINTMENT IN THE UNITED STATES COAST GUARD TO THE GRADE INDICATED UNDER TITLE 14, U.S.C., SECTION 271:

To be rear admiral

REAR ADM. (LH) GARY T. BLORE
REAR ADM. (LH) JOHN P. CURRIER
REAR ADM. (LH) JOEL R. WHITEHEAD

EXPORT-IMPORT BANK OF THE UNITED STATES

JAMES LAMBRIGHT, OF MISSOURI, TO BE PRESIDENT OF THE EXPORT-IMPORT BANK OF THE UNITED STATES FOR A TERM EXPIRING JANUARY 20, 2009.

LINDA MYSLIWOY CONLIN, OF NEW JERSEY, TO BE FIRST VICE PRESIDENT OF THE EXPORT-IMPORT BANK OF THE UNITED STATES FOR A TERM EXPIRING JANUARY 20, 2009.

J. JOSEPH GRANDMAISON, OF NEW HAMPSHIRE, TO BE A MEMBER OF THE BOARD OF DIRECTORS OF THE EXPORT-IMPORT BANK OF THE UNITED STATES FOR A TERM EXPIRING JANUARY 20, 2009.

FEDERAL HOUSING FINANCE BOARD

GEOFFREY S. BACINO, OF ILLINOIS, TO BE A DIRECTOR OF THE FEDERAL HOUSING FINANCE BOARD FOR A TERM EXPIRING FEBRUARY 27, 2013.

FEDERAL RESERVE SYSTEM

FREDERIC S. MISHKIN, OF NEW YORK, TO BE A MEMBER OF THE BOARD OF GOVERNORS OF THE FEDERAL RESERVE SYSTEM FOR THE UNEXPIRED TERM OF FOURTEEN YEARS FROM FEBRUARY 1, 2000.

DEPARTMENT OF THE TREASURY

EDMUND C. MOY, OF WISCONSIN, TO BE DIRECTOR OF THE MINT FOR A TERM OF FIVE YEARS.

DEPARTMENT OF EDUCATION

LAWRENCE A. WARDER, OF TEXAS, TO BE CHIEF FINANCIAL OFFICER, DEPARTMENT OF EDUCATION.

TROY R. JUSTESEN, OF UTAH, TO BE ASSISTANT SECRETARY FOR VOCATIONAL AND ADULT EDUCATION, DEPARTMENT OF EDUCATION.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

RONALD S. COOPER, OF VIRGINIA, TO BE GENERAL COUNSEL OF THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION FOR A TERM OF FOUR YEARS.

The above nominations were approved subject to the nominees' commitment to respond to requests to appear and testify before any duly constituted Committee of the Senate.